DOCUMENT RESUME

ED 203 578 EC 132 861

TITLE Vocational and Social Outcomes with Mentally Handicapped Adults: A Longitudinal Study.
INSTITUTION Keystone Area Education, Elkader, Iowa.
PUB DATE 80
NOTE 35p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; Employment; *Leisure Time; Longitudinal Studies; Marriage; *Mild Mental Retardation; *Moderate Mental Retardation; Money Management; Rural Areas; *Rural Urban Differences; *Social Adjustment; *Vocational Adjustment

ABSTRACT

Forty students who had been enrolled in secondary programs for mildly and moderately retarded students in rural Iowa were interviewed as part of a longitudinal study and results were compared with a similar group from a metropolitan area. Interviews focused on eight topics: living environment, type of employment, job changes, savings and money management, sexual problems, antisocial behavior, marriage and children, and use of leisure time. Among major findings were that the majority of Ss continued to live with their parents, at least for 3 to 5 years after leaving school; 55% had jobs compared with 69% of the metropolitan Ss, with equal numbers of men and women working; the majority of Ss reported having a savings account; there was little evidence of deviant sexual problems, although there was a lack of heterosexual interaction; there were infrequent acts of violence or delinquency, and only 14% of the rural Ss belonged to any organized club or activity, while leisure activities reported were largely solitary and passive. The interview form is appended. (CL)

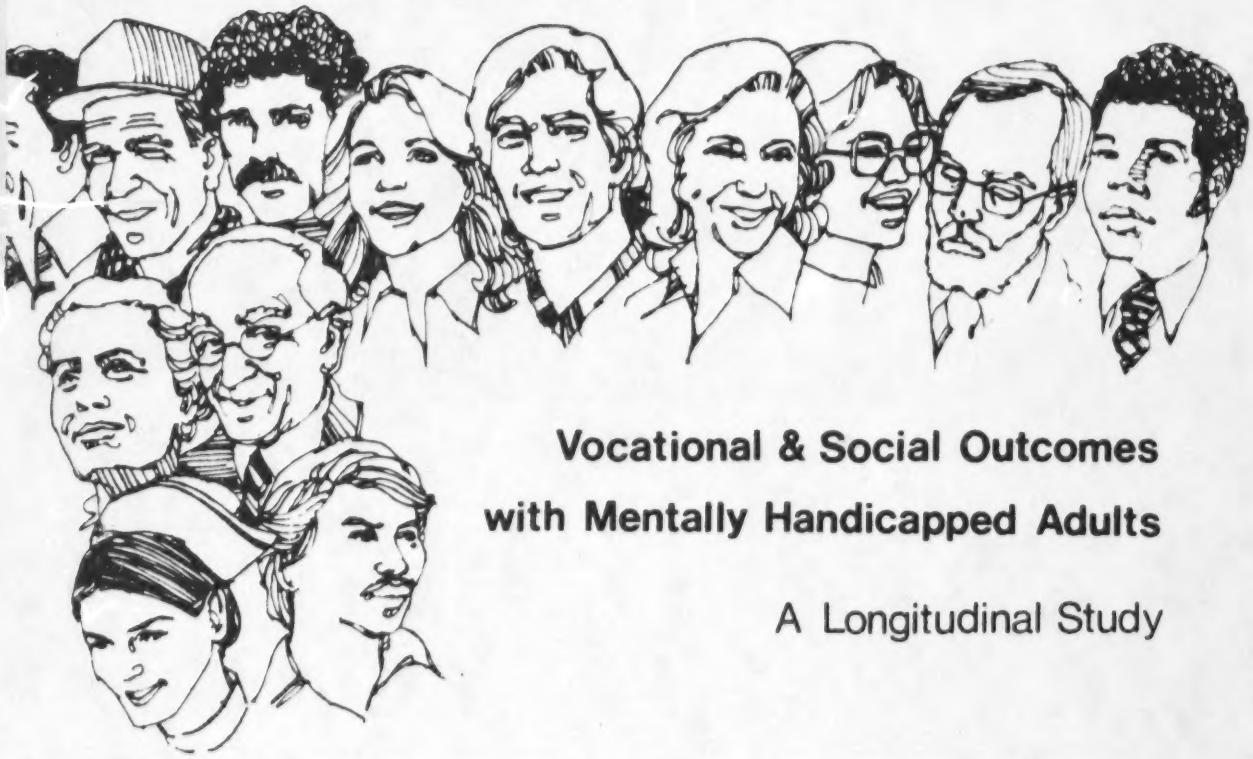
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED203578

Keystone Area Education Agency



Vocational & Social Outcomes with Mentally Handicapped Adults

A Longitudinal Study

Keystone

Division of Special Education

1980

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary Jo Bruett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC132861

TABLE OF CONTENTS

Abstract

Acknowledgements

Introduction
- A. Review of Literature
- B. Background Information

Methodology
- A. Subjects
- B. Area of Survey
- C. Procedures
- D. Data Analysis

Survey Instruments

Summary of Concerns

Follow-Up

References

Abstract

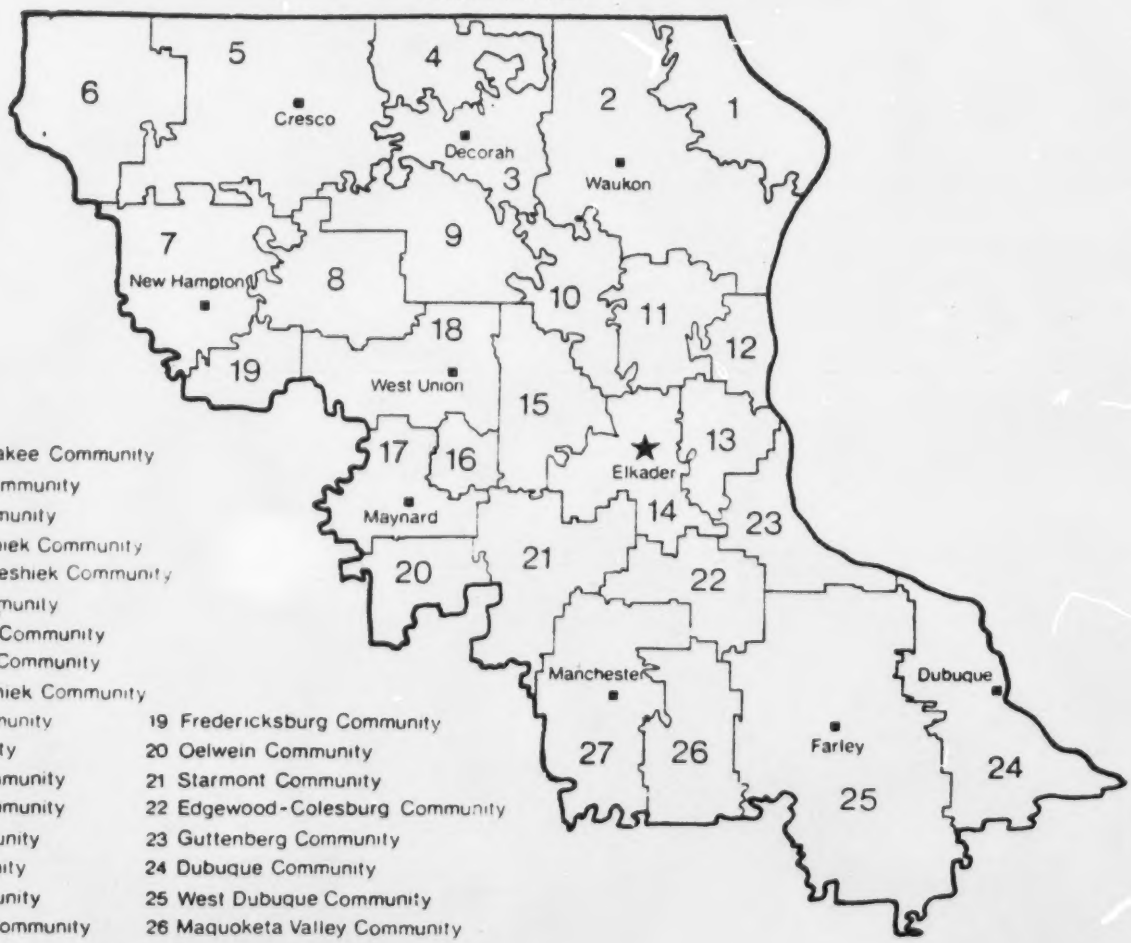
The Division of Special Education of the Keystone Area Education Agency initiated this study to observe and gain further insight on the vocational and social outcomes of special education mentally handicapped graduates.

Areas of emphasis were placed upon employment status, place of residence, social and emotional needs and utilization of community resources. The results of this effort will be shown through the continuous efforts to improve secondary instructional programs for mildly and moderately mentally handicapped students, as well as, assistance to community agencies for understanding the needs of mentally handicapped adults.

This study focused upon a rural population with continuous contacts with each participant for over a five year period. Comparisons will be projected with urban populations to indicate similarities and differences. Although the study is in its second year of operation, some comparisons can be noted.

Only through continuous efforts on the part of Area Education Agencies, local school districts, area vocational technical schools, and community agencies will areas of comprehensive assistance be available to these mentally handicapped adults.

SURVEY AREA



1 Eastern Allamakee Community
2 Allamakee Community
3 Decorah Community
4 North Winneshiek Community
5 Howard-Winneshiek Community
6 Riceville Community
7 New Hampton Community
8 Turkey Valley Community
9 South Winneshiek Community
10 Postville Community
11 MFL Community
12 Mar-Mac Community
13 Garnavillo Community
14 Central Community
15 Valley Community
16 Fayette Community
17 West Central Community
18 North Fayette Community
19 Fredericksburg Community
20 Oelwein Community
21 Starmont Community
22 Edgewood-Colesburg Community
23 Guttenberg Community
24 Dubuque Community
25 West Dubuque Community
26 Maquoketa Valley Community
27 West Delaware Community

(Acknowledgments)

VOCATIONAL & SOCIAL OUTCOMES
WITH MENTALLY HANDICAPPED ADULTS
- A Longitudinal Study -

Eugene C. Pratt, Director, Division of Special Education, Keystone Area Education Agency I

LaVerne Mosher, Assistant Director, Instructional Services, Division of Special Education, Keystone Area Education Agency I

Dr. Cliff Howe, Department of Education, University of Iowa

John A. McClure, Supervisor, Special Education Consultants, Division of Special Education, Keystone Area Education Agency I

Carol Bradley, Chief of Instructional Services, Division of Special Education, Department of Public Instruction

Robert Sherman, Special Education Consultant, Division of Special Education, Keystone Area Education Agency I

Richard Guilgot, Special Education Consultant, Division of Special Education, Keystone Area Education Agency I

The Participating Work-Study Graduates

Keystone Area Education Agency I
R.R. #1, Box 330-A
Elkader, Iowa 52043

VOCATIONAL & SOCIAL OUTCOMES
WITH MENTALLY HANDICAPPED ADULTS
- A Longitudinal Study -

Most follow-up studies of the mentally retarded have been conducted with urban populations and have used a cross-sectional design. The approach of this continuing evaluation is unique in that a rural population is involved (largest community has less than 8,000 residents) and repeated contacts will be made with subjects over a five-year period. The purpose of the study, then, is to assess adjustment to adult society over a five-year period of products of secondary school special education programs. A major objective will be to use the results of this evaluation as a basis to consider changes which need to be made in secondary school programs.

Past research relating to the adult adjustment of mildly retarded persons can be summarized by saying that:

1. A large percentage of former special education students had problems achieving a satisfactory vocational adjustment after they left school, at least during the first five years (Brolin, Durand, Kromer, & Muller, 1975, p. 147).

2. Such adults are employed in a variety of jobs, including some of higher status and pay than would be predicted by most special education professionals (Kokaska, 1968).

3. As a group, more are either unemployed or underemployed than would be the case for the typical adult (Martin, 1972).

4. For those who had been institutionalized earlier in their lives, mildly retarded adults spend much time trying to hide their past stigma of retardation and incompetence (Edgerton, 1967).

5. How well the mildly handicapped are adjusting depends on when you follow them up. Their situation can change drastically in a few months due to such things as an economic recession. Of course, more than the handicapped are affected by a depression. The question is, how do these retarded adults cope in terms of getting their job back or in finding new ones?

Method

A problem for researchers in this area has been the different criteria of adjustment used in different studies. McCarver and Craig (1975) reviewed procedures and recommended that follow-up studies provide data for each of the following criteria:

1. Living environment (type of residence, amount of rent or mortgage payments, residential stability, satisfaction with living quarters).

2. Type of employment (place of work, skill level, job requirements).

3. Job changes (general stability, mobility up or down).

4. Savings and money management (debts, bank accounts, budgeting, installment buying).

5. Sexual problems (venereal disease, promiscuity, prostitution, homosexuality, illegitimacies, marital adjustment, exploitation).

6. Antisocial behavior (legal problems, arrests, delinquency, acts of violence).

7. Marriage and children (sexual adjustment, contraception, parental responsibility, health of children).

8. Use of leisure time (social contacts, recreational activities, hobbies, reading, travel).

Obtaining data in each of these domains still doesn't answer the questions of what should be judged as successful and what is considered

failure. Longitudinal studies can begin to provide some normative data and have the advantage of permitting evaluation of subjects with themselves over time. Another approach is that of replication, which is essentially the approach that was used in this first phase. Handford, Lussie and O'Leary (1979) followed up 76 students graduating from work-study programs in Polk and Jasper counties for the 1974-78 school years. These counties are in Heartland Area Education Agency (AEA XI) and could be classified as largely metropolitan in that Iowa's largest city is included (Des Moines). This study was being designed when AEA XI results were published, and it was decided to scrap the structured interview form we were developing and adapt theirs. This would permit more direct comparisons between the AEA's, although this data was collected about 18 months later and when the 1980 recession was at its height. It should be noted that AEA I and AEA XI differ in support services to handicapped students which may play an important role in the comparison of the data.

Subjects included in this study were all students who had been enrolled in secondary age programs for the mentally retarded in the rural northern half of the Keystone Area Education Agency (AEA I). Subjects differed from AEA XI subjects in the following ways:

1. Dropouts as well as graduates were followed up. The AEA XI subjects included graduates only.

2. All levels of retardation were included with three of the subjects placed in for the moderately handicapped programs. AEA XI subjects were all in the mildly retarded range.

3. All subjects in the Keystone Area Education Agency (AEA I) were followed up; in AEA XI, stratified random sampling was used in Des Moines because of the large numbers involved.

4. Subjects in the Keystone Area Education Agency (AEA I) study had been out of school up to three years; AEA XI followed up students to five years since graduation.

5. More women were represented in both AEA's than has traditionally been true of earlier studies. AEA XI included 43 men and 33 women; the AEA I group was almost evenly divided with 21 men and 19 women.

A total of 43 subjects in the Keystone Area Education Agency (AEA I) were included for the three school years from 1976-77 through 1978-79. Of this total, 40 were located and interviewed. Seven were dropouts. Three had been enrolled in the moderately retarded (TMD) program. The remainder were mildly handicapped similar to AEA XI subjects, and had attended programs located in three school districts.

The structured interview form used is included in Appendix A and included only minor changes from the one used by AEA XI.

Data was collected by interview and from school records. Interviews were done by two AEA I staff; one was a work-study consultant and the other was an instructional consultant to secondary school mental retardation programs. Interviews were conducted from December 1979, through May 1980.

Results

Results from the Keystone Area Education Agency (AEA I) and selected comparisons with AEA XI data have been restructured using the eight criteria recommended by McCarver and Craig (1975). As this is the first in a series of data collection points for the young adults in this study, frequent comparisons are made with the status study done by AEA XI. As these young adults in the Keystone Area Education Agency (AEA I) are followed up in ensuing years, focus of the evaluation will shift to a more

case study approach of individual's over a period of time. Results presented below represent baseline data for the initial contact. Non-shaded columns on each graph indicate data received from the Keystone AEA I study.

1. The majority of these students identified as retarded continue to live with their parents, at least for the first three to five years after leaving school. Figure 1 summarizes the major categories of housing arrangements.

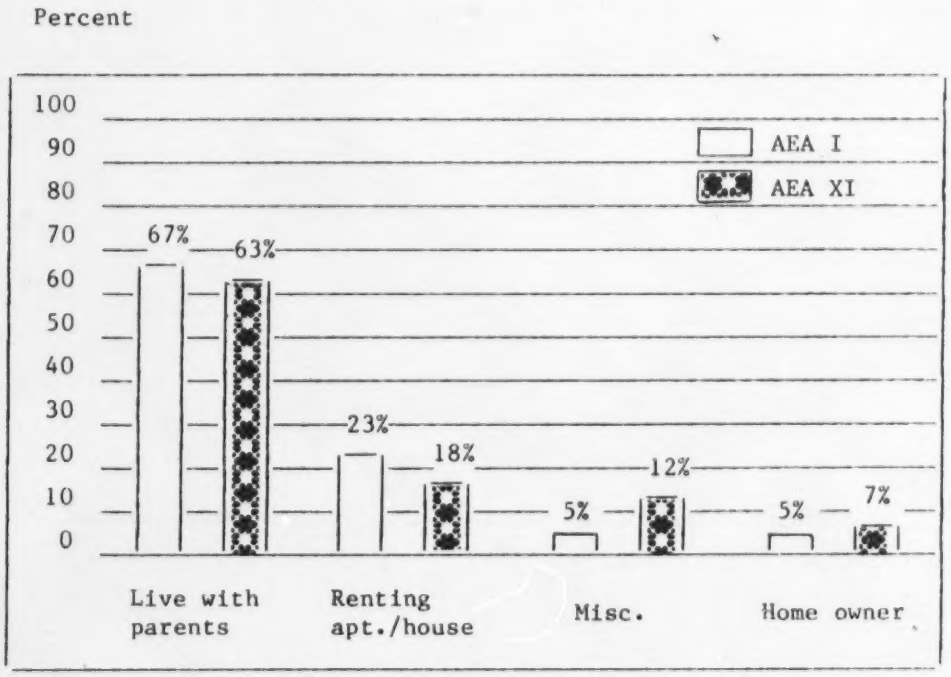


Figure 1

Living Environment

Most evaluators would view such an arrangement as fostering dependency and as not representing ideal adult adjustment. A disproportionate number were single men. On the other hand, about one-fourth of the Keystone Area Education Area adults were living independently in an apartment or home. It is interesting to note the close congruence of living arrangements between the more metropolitan sample (AEA XI) and the rural area represented by the Keystone Area Education Agency (AEA I). Years out of school did not seem to have much relationship as to whether these persons lived with their parents.

Another way to look at independence relates to the financial contribution people make toward supporting themselves with payment of rent being one factor. As can be noted in Figure 2, half of the Keystone Area Education Agency (AEA I) subjects pay nothing in the way of rent. Again, distributions between AEA's I and XI look similar.

Direct comparisons of dollar amounts should be made with caution because the Keystone Area Education Agency (AEA I) data was collected up to two years after that of AEA XI and inflation has raised prices. Also, it is likely that rent is higher in the Des Moines area than it is in rural communities.

When asked what part of their total living expenses they pay, 38 percent of AEA XI respondents indicated all or most, and 20 percent of those in the Keystone Area Education Agency (AEA I) reported paying more than half. One must conclude that the majority are not yet supporting themselves.

2. Type of employment. For the Keystone Area Education Agency (AEA I) young adults, 55 percent had jobs during the January-May 1980, period. Sixty-nine percent of the AEA XI group were employed as of the

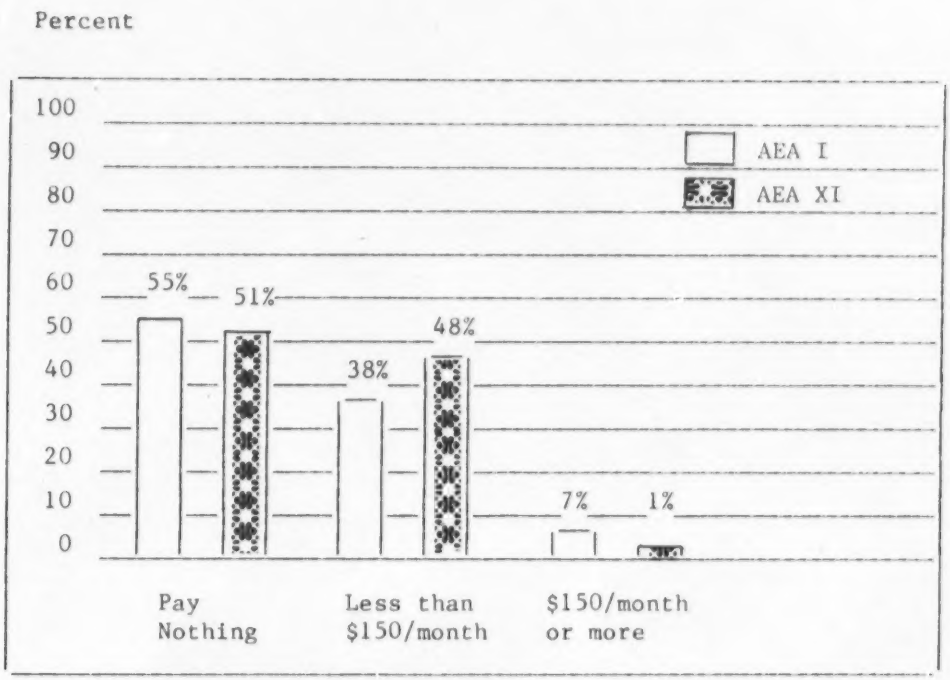


Figure 2

Degree of Housing Self-Support

summer of 1978. These and other comparisons are shown in Figure 3. A surprising fact was that about equal numbers of men and women from the Keystone Area Education Agency (AEA I) were employed. This is about the first follow-up study of mildly retarded to show these results. Perhaps it is because of the rural area. More likely it is a reflection of the changing pattern of increasing numbers of women entering the work force. Women not employed outside their home would have contributed another 16 percent for the Keystone Area Education Agency (AEA I) and 12 percent for AEA XI.

Figure 4 indicates that almost half of the Keystone Area Education Agency (AEA I) adults who have jobs were earning more than $3.50 an hour. Eleven percent of those received wages in excess of $5.00 an hour. At the other extreme, one-fourth earned less than minimum wage of $3.10 in effect at that time.

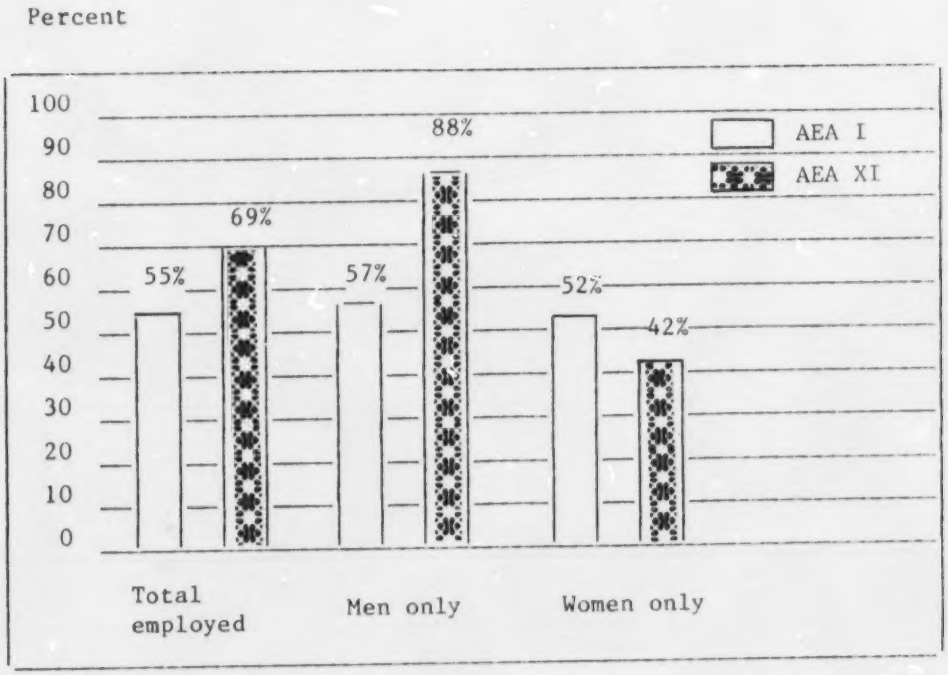


Figure 3

Employment Status of Subjects

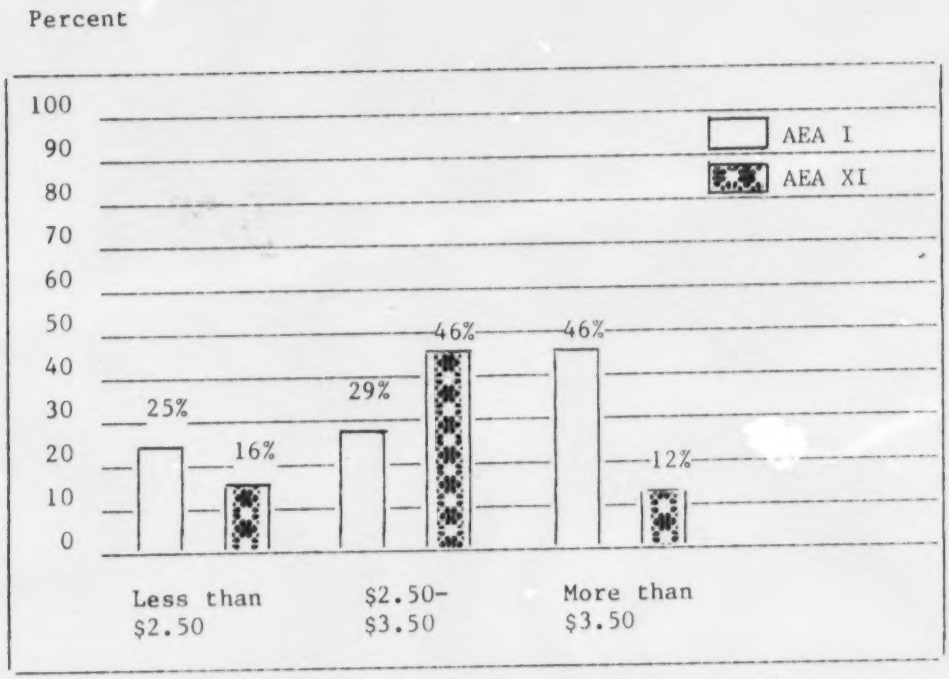


Figure 4

Hourly Wages of Those Employed

Other miscellaneous data regarding those employed include:

a. Half have been employed by the same firm for more than two years.

b. Most had full-time jobs working 35 hours or more a week.

c. More than half found their present job themselves or through their family.

d. Classification of types of employment*

Female - N = 10

Service occupations -

dietary aide, cook, clean motel/laundry, nurse's aide/laundry

Bench Work occupations -

factory line inspector, factory line assembler

Male - N = 12

Service occupations -

custodian, mows lawns, washes buses

Farming, Fishery, Forestry, and related occupations -

farming

Processing occupations -

butcher

Bench Work occupations -

furniture stripping, factory line

Structural Work occupations -

construction

Miscellaneous occupations -

radio dispatcher

---

* Classification titles taken from Dictionary of Occupational Titles, 1965.

Because these interviews were done during a period of generally high unemployment, we found several persons who claimed to be temporarily laid off due to the recession. Our interest was whether they were either called back to work or found other employment as the condition of the economy improved. Seven who appeared to be legitimate layoffs due to the recession were followed up three to six months after the original interview (five men, two women). Of those seven, three have been called back by the company which laid them off and are working full-time. Two others have found full-time jobs with new employers. One is still unemployed and no data secured on the other adult. Although too small a number to make any generalizations at this time, it appears that repeated contacts using a longitudinal design may be needed to get any stable data regarding adult adjustment. Five of the seven counted as unemployed originally were working three to six months later.

e. Sheltered workshops/adult day care centers--three of the subjects had been enrolled in the Abner Hendrickson School for Moderately Retarded. On follow up, two were attending the Adult Day Care Developmental Center at Waukon and the third was institutionalized at Woodward State Hospital. None of these three, then, had worked independently as adults after termination of their schooling. Four additional subjects (three women, one man) who had been enrolled in the high school work-study program were also now attending adult day care centers. Review of their interview data suggests they were of borderline EMR/TMR ability.

3. Job changes. Data on this variable is not very good at this point, but will have more meaning as these same subjects are followed over a five-year period. For those employed in the Keystone Area Education

Agency (AEA I) 6 have been on the job 6 months or less, 3 for 6 to 12 months, 2 for 12 to 24 months, and 11 for 2 years or more. Approximately equal numbers of men and women were unemployed.

4. Savings and money management. The majority of these young adults report having a savings account. (See Figure 5.) In the Des Moines area study, only 18 percent indicated having a checking account, but almost half of the AEA I subjects claimed to have one. About one-fourth of the participants in the Keystone Area Education Agency (AEA I) study stated that they have made loans and owe money. All adults reporting owed money on cars or pickups. Note: not one loan was made through local banks but rather through loan companies.

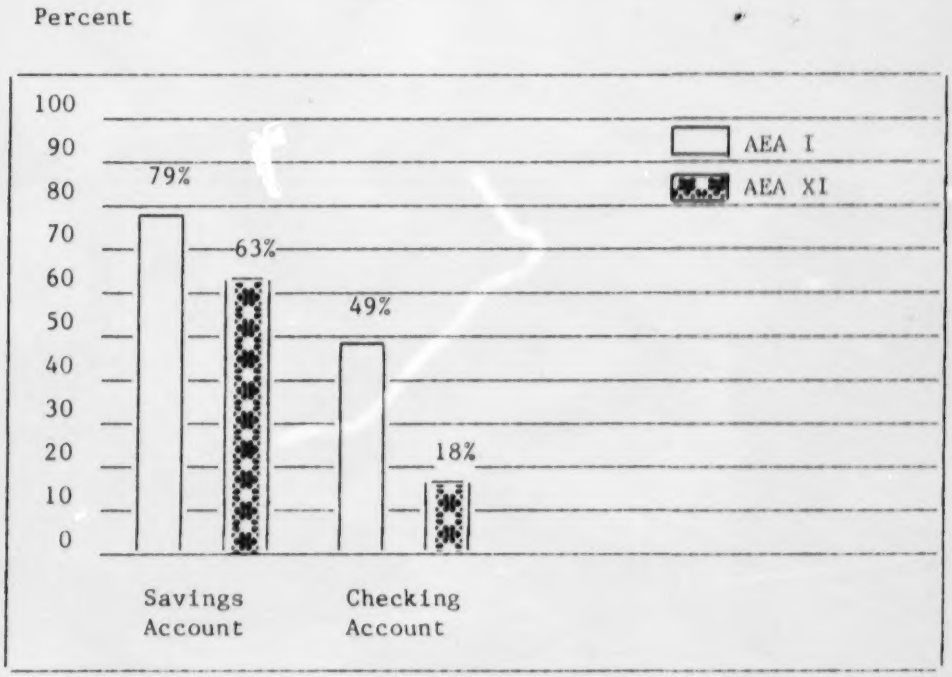


Figure 5

Percentage Reporting Having Savings or Checking Accounts

5. Sexual problems. There was very little evidence with this group of deviant sexual problems which would create community problems for them. What seemed to be the case, rather, was a lack of heterosexual interaction, particularly among the men. Most single men indicated that they rarely or ever dated. Two women had each borne an illegitimate child; the mother and father of one child were later married, the second mother and her child live with her parents.

6. Antisocial behavior. Major acts of delinquency, arrests and acts of violence cropped up infrequently among subjects interviewed. The same situation prevailed in the more urban AEA XI study. For our subjects, 5 percent had been arrested and one was currently in jail. All who had been arrested were men, and misdemeanors ranged from stealing twine to assault and battery while intoxicated. Minor violations were driving related.

7. Marriage and children. About the same percentage of men were married in the Keystone Area Education Agency (AEA I) and AEA XI groups, even though the Des Moines area sample was followed up for an additional two years. (See Figure 6.) When viewing the women's status more were married in the AEA XI sample. For the Keystone Area Education Agency (AEA I), three men and three women were married. All but one had one child, and that family had two children. As noted earlier, there were two additional women with one illegitimate child each.

8. Use of leisure time. Only 14 percent of the Keystone Area Education Agency (AEA I) subjects belonged to any organized club or activity. For those adults, the activity typically involved the church or else the business where the person worked. A listing of how leisure time is used is included on the following page. What seems apparent is the

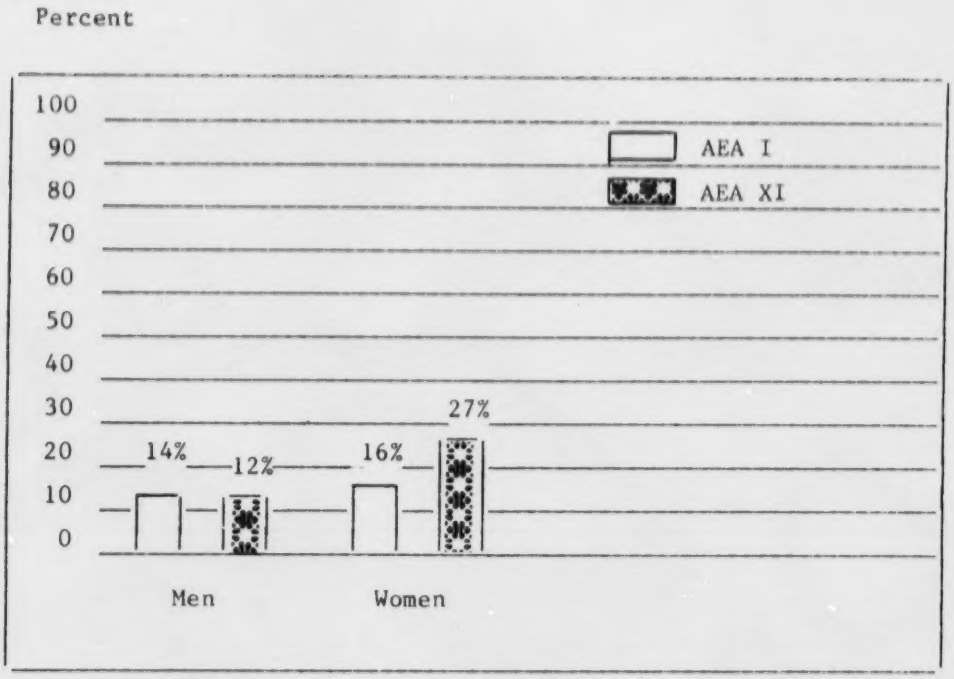


Figure 6

Number Who Were Married

number of activities which are solitary and passive.

Female:	Male:
watch TV (14)	watch TV (6)
play pool	go to movies
listen to records	watch sports
read (2)	swimming
play cards	skating rink
rug hooking	golf
needlework	shoot baskets
sewing and cooking	softball team (3)
feed animals (2)	rides horse
ride horse	play cards (2)
play with kittens	repair cars (2)
play with puppy (2)	repair cycle
gardening	repair radios
mow grass	ride around in car (2)
drive around	fish (5)
ride bike	hunt
camping	work on farm
babysit	mow lawns
care for baby (2)	visit friends (2)
helps around the house	visit relatives

Female continued:

clean apartment
dishes
make Kool Aide
visit sister
visit stepmother
visit (2)
go out to eat
go to tavern

Male continued:

go to town (2)
go to tavern
drink Mountain Dew
play with child
sleep
walk

Miscellaneous Data.

1. Figure 7 compares the present work status by school cooperative programs from which students graduated. Numbers are too small to make much of a difference, but it appears more of the former Lansing students are working than either Decorah or Waukon. Three women and one man from the Decorah program are now in a sheltered workshop there.

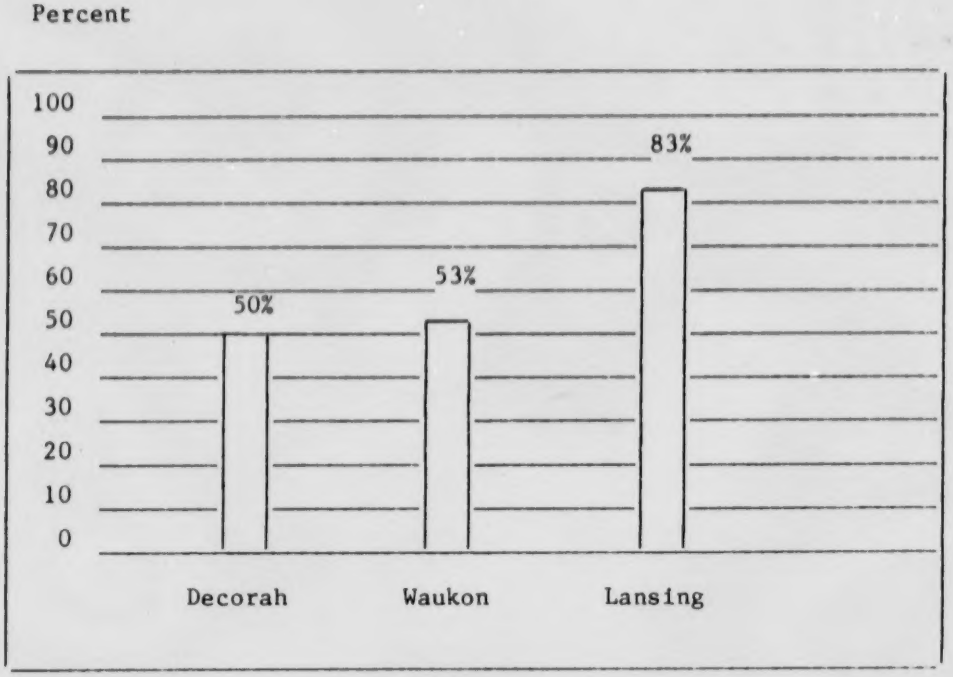


Figure 7

Number Employed by Attendance Center in AEA I

2. Nearly all had a paid job while in high school (83 percent) which was arranged by the work-study teacher. Since high school, most found their present jobs by themselves, or through their family. Neither the work-study teacher nor vocational rehabilitation counselors were of much direct help after students left the school setting.

3. Sixty percent have driver's licenses. Forty percent have a car.

4. Distance from current residence to parents home:

66% = 0 live with parents

5% = < 1 mile

5% = 5 miles

13% = 6-25 miles

13% = > 25 miles (of those 5, 2 are institutionalized)

KEYSTONE AREA EDUCATION AGENCY
DIVISION OF SPECIAL EDUCATION

VOCATIONAL/SOCIAL OUTCOMES WITH MENTALLY HANDICAPPED ADULTS-LONGITUDINAL STUDY

INTERVIEW DATA SHEET

NAME _____ DATE OF INTERVIEW _____

ADDRESS _____ CITY _____ TELEPHONE _____

"I'm Mr. _____ from the Keystone Area Education Agency. I worked with (name of instructor) who was one of your teachers at (name of school).

We often wonder how you are getting along since you got out of school. This year, we have been going around talking to some of your classmates and finding out what you have been doing. This information is for assisting us in improving high school work experience programs for students who are still in school. Your name will be withheld and the information you give me will be confidential."

EMPLOYMENT STATUS

1. Are you currently employed?
   (1) Yes (2) No (3) Homemaker
   Specify _____

   What _____

   Where _____

2. How hard do you work on this job?
   (1) Very little (2) Pretty hard (3) Very hard

3. List other jobs you have had in order from the most recent.

   _____

   _____

   _____

ADDITIONAL COMMENTS

4. How long have you been employed there?
   (1) Less than 6 months
   (2) 6-12 months
   (3) 12-24 months
   (4) 24-36 months
   (5) N/A

5. How many hours a week do you work?
   (1) 0-15
   (2) 15-25
   (3) 25-35
   (4) 35 or over
   (5) N/A

6. How did you find your present job?
   (1) Work-Study Teacher
   (2) Counselor
   (3) RESB
   (4) Consultant
   (5) Parent/Family
   (6) Friends
   (7) Employment Agency
   (8) Newspaper
   (9) Self
   (10) N/A

7. What is your hourly wage?
   (1) Less than $1.50
   (2) $1.50 - $2.00
   (3) $2.00 - $2.50
   (4) $2.50 - $3.00
   (5) $3.00 - $3.50
   (6) $3.50 - $5.00
   (7) Over $5.00
   (8) N/A

8. How do you get to work?
   (1) Walk
   (2) Taxie
   (3) Drive
   (4) Hitch Hike
   (5) N/A
   (6) Parent
   (7) Friend

9. What type of work would you like to do 5 years from now?

   Type _____

   Why? _____

10. What part of your living expense do you pay?
   (1) All
   (2) 75%
   (3) 50%
   (4) 25%
   (5) None

11. Are you receiving any money/service from any place else? NOTE: RESB/Social Services
   (1) Yes (2) No Specify Type/Length _____

   _____

ADDITIONAL COMMENTS

12. What classes/school have you gone to?

_____ Date _____ Location _____

_____ Date _____ Location _____

_____ Date _____ Location _____

Aditional Comments:

ADDITIONAL COMMENTS

WORK EXPERIENCE PROGRAM

13. Did you have a paid job while you were in high school?
(1) Yes (2) No (3) Name of Job _____

14. When did you start to work on a paid basis as part of your high school program?
(1) 10th (2) 11th (3) 12th

15. Did you ever work for pay before you were in high school?
(1) Yes (2) No Name of Job _____

16. Who was responsible for your job placement in high school?
(1) Work-Study Teacher
(2) Counselor
(3) RESB
(4) Consultant
(5) Parent/Family
(6) Friends
(7) Employment Agency
(8) Newspaper
(9) Self

17. How many different paid jobs did you have while you were in high school?
(1) N/A
(2) 1-2
(3) 3-4
(4) 5 or more

18. How helpful do you feel Mr. _____ class was in getting you ready for full-time employment?
(1) Greatly helpful
(2) Somewhat helpful
(3) Only a little helpful
(4) Not helpful
(5) N/A

19. Tell me three things you learned in high school which helped you on your present job.

_____

_____

_____

20. How helpful do you feel your school program was in preparing you in general homemaking skills like cooking, cleaning, doing laundry, etc.?
(1) Greatly helpful (4) Not helpful
(2) Somewhat helpful (5) N/A
(3) Only a little helpful

21. How helpful do you feel your school program was in preparing you to handle money, understanding your paycheck, taxes, making change, etc.?
(1) Greatly helpful (4) Not helpful
(2) Somewhat helpful (5) N/A
(3) Only a little helpful

LIVING ARRANGEMENT

22. Current Housing.
(1) Parents' Home (4) Own Home
(2) Rented House (5) Group Home
(3) Rented Room/Apartment (6) Residential

23. Amount of Monthly Rent Paid by Individual?
(1) Less than $60 (4) Over $225
(2) $60 - $150 (5) Does Not Pay Rent
(3) $150 - $225

24. Amount of Monthly Rent Paid by Others?
(1) Less than $60 (4) Over $225
(2) $60 - $150 (5) Does Not Pay Rent
(3) $150 - $225

25. Length of Time in Current Residence?
(1) Less than 1 year (3) 3-4
(2) 2-3 (4) 5 or over

26. Number of housing Changes Since Graduation?
(1) 0 (3) 3-4
(2) 1-2 (4) 5 or Over

27. Distance From Current Residence to Parents' Home?
(1) 0 (4) 6-25 miles
(2) Less than 1 mile (5) Over 25 miles
(3) 5 miles

MARITAL STATUS

28. Marital Status?
(1) Single (3) Divorced
(2) Married (4) Separated

29. Length of Time Married?
(1) Less than 1 year (4) Over 5
(2) 2-3 (5) N/A
(3) 4-5

ADDITIONAL COMMENTS

30. Number of Children?
(1) 0 (3) 2
(2) 1 (4) 3 or More

31. Met Spouse?
(1) School (5) Social Activities
(2) Work (6) Other
(3) Family/Friends (7) N/A
(4) Church

32. If Single?
(1) Engaged (4) Seldom Date
(2) Steady Boy/Girl Friend (5) Never Date
(3) Date Frequently (6) N/A

GENERAL INFORMATION

33. Do you have a driver's license?
(1) Yes (2) No

34. Do you have a car?
(1) Yes (2) No

35. Number of traffic violations in the last year?
(1) 0 (3) 3-4
(2) 1-2 (4) 4 or more

36. Other than traffic violations, have you been arrested since high school?
(1) Yes (2) No Specify _____

37. Have you been on probation?
(1) Yes (2) No Specify _____

38. Have you ever voted in an election?
(1) Yes (2) No Specify _____

39. Do you have a savings account?
(1) Yes (2) No

40. Do you have a checking account?
(1) Yes (2) No

41. Do you have any loans?
(1) Yes (2) No Specify _____

42. What did you do during your last vacation time from work?

43. Do you belong to any clubs or organizations?
(1) Yes (2) No Specify _____

_____

ADDITIONAL COMMENTS

44. Name me three things you do in your free time.

_____

_____

_____

45. Who are your three best friends?

_____ Type of Work _____

_____ Type of Work _____

_____ Type of Work _____

46. Tell me the names of some of your classmates that you know are still around and where they live.

SCHOOL DATA

Name _____

Address _____ City _____

Date of Birth _____

47. Sex
(1) Male (2) Female

48. High School
(1) Decorah (4) Waukon
(2) Cresco (5) Abner Hendrickson School
(3) Lansing

49. Year Graduated
(1) 1975 (4) 1978
(2) 1976 (5) 1979
(3) 1977

50. Length of Time in Special Education (years).
(1) 3 (4) 8-9
(2) 4-5 (5) over 10
(3) 6-7

51. Current Age
(1) 18 (4) 21
(2) 19 (5) 22
(3) 20 (6) 23

52. Age placed in Special Education
(1) 6-7 (4) 12-13
(2) 8-9 (5) 14-15
(3) 10-11

ADDITIONAL COMMENTS

MAINSTREAM

ADDITIONAL COMMENTS

53. Home-Economics _____ Number of years

54. Art _____ Number of years

55. Music _____ Number of years

56. Industrial Shop _____ Number of years

57. Driver's Ed. _____ Number of years

58. Physical Ed. _____ Number of years

59. Typing/Business _____ Number of years

60. Other-Specify _____ Number of years

61. Participated in Athletics?
(1) Yes (2) No What _____

_____

62. STUDENT

Question: In general, how do you think you are doing on the job?

A. |_____|_____|_____|_____|

very good | poor | average | good | very good

Question: In general, how do you think you are doing living on your own?

B. |_____|_____|_____|_____|

very good | poor | average | good | very good

Question: How would you rate your high school program?

C. |_____|_____|_____|_____|

very good | poor | average | good | very good

64. INSTRUCTOR

Question: How well do you think he/she is doing on the job?

A. |——————|——————|——————|——————|
very good poor average good very good

Question: How well can he/she do with independent living skills?

B. |——————|——————|——————|——————|
very good poor average good very good

Question: How did this individual compare with others in high school?

C. |——————|——————|——————|——————|
very good poor average good very good

65. PARENT

Question: How would you rate your child's high school program?

A. |——————|——————|——————|——————|
very good poor average good very good

Question: How do you feel your child is doing on the job/ workshop?

B. |——————|——————|——————|——————|
very good poor average good very good

Question: How well is your child able to live independently and take care of himself/herself?

C. |——————|——————|——————|——————|
very good poor average good very good

ADDITIONAL COMMENTS

INTERVIEW SUMMARY

Reaction of subject to interview:

Interviewers appraisal of subject's current adjustment:

General home conditions:

Subject's personal appearance:

Other Comments:

Release of Information Form
for Follow-Up Study Conducted by
the Keystone Area Education Agency

The purpose of this study of former students in work-study programs has been explained to me. I realize that the results of this study will be used to help improve the school program. The information that I provide is confidential and will not be reported in such a manner as to identify me as part of this study.

I give my permission for information that I provide to be used as part of this study.

Signed _____ Date _____

Keystone Area Education Agency
Division of Special Education

Vocational/Social Outcomes With Mentally Handicapped Adults
- Longitudinal Study -

Interview (Short Form)

Name _____ Date of Interview _____

Address _____ City _____ Telephone _____

I'm Mr./Ms. _____ from the Keystone Area Education Agency. Last year we visited about what you had been doing after graduation from high school. Each year you will be asked a few questions which will assist us in our study and help improve high school work experience programs. Again, this information is confidential and your name will be withheld from the study.

ADDITIONAL COMMENTS

1. Are you currently employed - Yes - No

   Where?

   Working Hours - Schedule:

2. Have you changed your job since I visited with you last year? If so, why?

3. How many weeks (or months) have you worked since our last visit? - (Base on 12 months)

4. How much did you make last year?_____
   (Estimate - 12 Month Gross)

   What is your present wage?_____

   Explain: Increase or Decrease

ADDITIONAL COMMENTS

5. What part of your living expenses do you pay?

   (1) All
   (2) 75%
   (3) 50%
   (4) 25%
   (5) None

6. Have you attended any type of school and/or training since our last visit? Details:

7. Current Housing Status:

8. Was there a residence change? Explain:

9. Change in marital status? Explain:

10. Did you vote in the last Presidential Election?

11. a. Have you made any new loans? _____ Explain:

    B. Still paying old ones? _____

12. What do you like to do <u>best</u> in your spare time?

    _____

(<u>If unemployed</u>) Interviewer will state present vocational/social status of student and prescribe needed prerequisites which would allow student to become employed. "Employed may include workshops, sheltered facilities and other areas."

SUMMARY OF INITIAL CONCERNS

Although this is the first year of the longitudinal study in the Keystone Area Education Agency, pertinent questions and concerns were drawn from the data collected. These issues must be reviewed and thoroughly evaluated as to their validity and relevance in each special education instructional program. Each area of concern seems to be universal in its prevelance throughout each local education area.

A. Since the Area Education Agencies and the local education agencies do not provide follow-up services to young handicapped adults after graduation, what service availability exist for these individuals?

B. The young handicapped adults surveyed indicate that 100% of the major loans which they had assumed were through loan companies and none with local banks.

C. Leisure time activities appear to be solitary and passive.

D. Nearly 70% of the young handicapped adults surveyed still live with their parents; should high school special education instruction, therefore, include socialization/emotional family behavior?

E. What effort is made to ensure vocational and social success for lower functioning students in the mildly handicapped range?

F. What variables place limitation on the vocational opportunities for moderately handicapped adults?

G. Limited opportunities exist for post-graduate special education students at the Northeast Iowa Technical Institution and other adult education services.

H. There appeared to be lower teacher expectations than student/parent expectations regarding job performance predictability.

Follow-Up

VOCATIONAL & SOCIAL OUTCOMES
WITH MENTALLY HANDICAPPED ADULTS
- A Longitudinal Study -

1. The forty special education graduates, which were interviewed during 1980, will be contacted for the next four years through a short-form version of the original interview survey.
2. Each year those young mentally handicapped adults graduating in special education will be interviewed and added to the survey. Estimated number of students will be approximately one-hundred at the conclusion of this study.
3. High School Special Education instructors, as well as school administrators, will be given a review of each year's data. This will hopefully facilitate instructional program modification to strengthen special education programs at the secondary level.
4. Comparison studies will be made regarding the status of each young adult interviewed to indicate vocational/social growth.
5. In-depth follow-up will occur with those adults who are unemployed and those in need of additional service will be identified.

References

Brolin, D., Durand, R., Kromer, K., & Muller, P. Post-school adjustment of educable retarded students. Education and Training of the Mentally Retarded, 1975, 10(3), 144-149.

Edgerton, R.B. The cloak of competence: Stigma in the lives of the mentally retarded. Berkeley: University of California Press, 1967.

Handford, K., Lussie, R.A., & O'Leary, E. Follow-up study of work-study graduates in special education programs located in eastern and central zones of Heartland Area Education Agency. Ankeny, Iowa: Heartland Area Education Agency, 1979.

Kokaska, C.J. the occupational status of the educable mentally retarded: A review of follow-up studies. Journal of Special Education, 1968, 2, 369-377.

Martin, E.W. Individualism and behaviorism as future trends in educating handicapped children. Exceptional Children, 1972, 38, 517-525.

McCarver, R.B., & Craig, E.M. Placement of the retarded in the community: Prognosis and outcome. In N.R. Ellis (Ed.), International Review of Research in Mental Retardation. New York: Academic Press, 1974, 7, 145-207. (Reprinted in Rosen, M., Clark, G.R., & Kivitz, M.S. Habilitation of the handicapped. Baltimore: University Park Press, 1977, 142-143.)